



SCHOOL LIFE

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SOME IMPRESSIONS OF EUROPEAN EDUCATION.

Traveling Correspondent Makes Comment Upon Certain Recent Developments—Germans Adopt Ideas of Former Enemies—Folk-School Teachers May Enter Prussian Universities—Einheit Schulen—Ambulatory Cooking Schools.

By P. H. PEARSON.

Germany is putting into practice lessons learned from countries that she once defeated. In 1864 when Denmark lay prostrate before Germany, discouraged by the loss of Schleswig-Holstein, folk high schools sprang up all over the country. They taught patriotism, religion, and the best ways of utilizing Denmark's economic resources. In time Denmark became rich; and she has just had the satisfaction of moving her boundaries southward by the restoration of a large portion of the Province she lost to Germany in 1864.

With a view to her own recovery, Germany is now studying the Danish folk high schools and is establishing them in all parts of Germany. A recent writer states that their number is about 500.

Similarly, after the defeat of the French by the Germans in 1870, Émile Boutmy appealed to the new French idealism and established a rallying point for it in École libre des Sciences politiques. In 1872 Taine delivered its dedication address. A prominent German historian wrote of it: "The school is the Temple of Vesta through which all French economic and intelligence values have been fostered and furthered."

Just as the Germans are applying the Danish idea of the folk high school to the rehabilitation of their country, so they have adopted the French idea of a school of political sciences. They have established a "University for Politics." It was opened to students November 1, 1920, and within a week 518 were enrolled.

The institution will put in practice, so far as possible, the present-day idea of a working community in which are brought

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CENSUS FIGURES SHOW ILLITERACY IS DECREASING.

Reports of Four States Show Marked Improvement—Few Children Who Live in Cities are Illiterate—Proportion Greater in Rural Communities—Steady Increase of Education Among Southern Negroes.

By SARA L. DORAN.

Illiteracy is decreasing materially in this country, if the early reports from the United States Census Office are indica-

tive of the conditions in the Nation as a whole—and they undoubtedly are. The figures for Alabama, Arkansas, Delaware, and the District of Columbia have been published, and all of them show substantial improvement since 1910.

In Alabama the proportion of persons 10 years old and over who can not write in any language has dropped from 22.9 per cent to 16.1 per cent; in Arkansas, from 12.6 per cent to 9.4 per cent; in Delaware, from 8.1 per cent to 5.9 per cent; in the District of Columbia, from 4.9 per cent to 2.8 per cent.

The condition is even more encouraging than the figures that relate to total population seem to indicate, for it is evident that the coming generation of native Americans will be practically free from illiteracy in nearly every part of the country.

ALABAMA.

Alabamians have been constantly mindful of the evils of illiteracy during the past 20 years. The census of 1900 showed a marked increase in the actual number of illiterates during the previous decade. The figures were published widely throughout the State, and the people were awakened to the fact that the public-school system was not holding its own. The only effective remedy was applied—school funds were materially increased. The result was shown in the census returns of 1910. The tendency to increase in numbers which had appeared previously was entirely overcome; the illiterates were reduced by 91,880 and the proportion of illiterates in the total population was cut from 34 per cent to 22.9 per cent.

PUBLIC BUILDINGS FOR PUBLIC USES.

Need exists for the Government to exercise the power to help voters get more control over their own machinery. One of the ways in which this can be done is by getting greater use of the schoolhouse. The schoolhouses ought to be used more than they are now. At present we leave the schoolhouse vacant and useless excepting when the children are in it. The schoolhouse may be turned into the greatest power of advantage by using it for political gatherings where men may exchange ideas.

We ought to use these buildings that represent the most important interest of all of us, not only for threshing out the problems of the political campaigns, but for polling places. As it is now, polling places are in sheds, barber shops, and saloons, everywhere but where they should be—in the schools. Every schoolhouse should be the polling place of its district.

At first thought this using the school for political meetings may sound revolutionary; but it has been tried and it works out to advantage. It ought not to be necessary for the parties to hire buildings in which their candidates are to speak. The schoolhouse ought to be the Senate Chamber of the people where citizens come together not as partisans, but as neighbors to hear the claims of all candidates and to discuss live issues.—Theodore Roosevelt.

These numbers were recognized as much too high and the agitation for universal education continued. This culminated in a survey of educational conditions throughout the State under the direction of the United States Commissioner of Education and a general revision of the laws in consonance with the recommendations of the survey commission. Alabama's first compulsory education law was passed in 1915, and an illiteracy commission was established in the same year. It has since been engaged in direct efforts to educate illiterates.

The money available for these purposes has been limited, however, for the finances of the State have not been in an entirely satisfactory condition, and the efforts for education have been hampered by that fact. No State money has yet been appropriated for the illiteracy commission, although it was established by legislative action; and the only funds which the commission has had come from private sources.

Negro Illiteracy Becoming Less.

It is well known that the greater part of the illiteracy that exists in the Southern States is among the Negroes. In 1890, 7 Negroes in every 10 in Alabama were unable to write. This proportion has been reduced at every census since that time, and in 1920 it was 3 in every 10. Nearly 211,000 Alabama Negroes were reported illiterate in that year.

A similar lack of education prevails to an undue extent among the native white people of the State; 67,287 of them can not write. That number is 6.4 per cent of the native white population over 10 years of age. It will undoubtedly develop that this proportion is greater than the like proportion in the total population of any State of the Union which is not usually classed as southern.

Naturally, the condition is better in the cities than in the rural districts, for 7.7 per cent of the native white population over 10 in the country are illiterate, and the proportion in the cities is 2 per cent. Similarly, the proportion of illiterate Negroes is 34 per cent and 22.7 per cent in the country and cities, respectively.

Favorable Showing in Montgomery.

Montgomery County, in which the capital of the State is located, appropriately makes the best showing among the counties in respect to native white population, for only 1.1 per cent of that class are unable to write. On the other hand, 29.5 per cent of the Negroes over 10 years of age in that county can not write, and that mark is excelled by 25 other counties.

Dallas County, containing the city of Selma, and Jefferson County, of which the city of Birmingham is the greater part, both show low percentages in the native white population, namely, 1.7 and 2.2 per cent, respectively. In Dallas County 41.8 per cent of the Negroes over 10 can not write, but in Jefferson County the proportion is only half as great. Dallas County is in the "black belt."

The agricultural counties of the black belt are characterized by high percentages of Negro illiteracy and low percentages for the whites. In those counties the white population is small and the Negroes outnumber them six or seven to one. Marengo County, with the highest percentage of Negro illiteracy in the State, namely, 45.6, shows only 2.3 per cent of illiteracy among the whites. Lowndes County has 37.7 per cent and 2.4 per cent, respectively, and Greene County 43.4 per cent and 1.8 per cent. In these counties the white population consists largely of the professional, mercantile, and landowning classes—people who are educated and intelligent wherever they may be found. The Negroes are largely agricultural laborers, tenant farmers, and the like.

Cullman County shows the lowest county percentage of illiteracy in the State, namely, 6.1 per cent. That county is in the northern part of the State and it contains at least 50 white men to every Negro. Furthermore, the few Negroes who live there are largely of the intelligent type and only 13.9 per cent of them are classed as illiterate. Because of their small number they do not affect the percentage of the county, and the county average is the same as the average for the native whites.

ARKANSAS.

With a much smaller proportion of Negroes in her population, Arkansas may be expected to excel the showing made by Alabama in the education of her citizens. The number of taxpayers among Negroes is relatively small in all the Southern States and the amount they pay in school taxes is not enough to maintain their own schools. The whites, therefore, must educate not only their own children but those of the Negroes as well. The necessity for this is well understood and the burden is accepted and borne as a matter of course. Nevertheless, it is inevitable that Louisiana, Mississippi, Alabama, Georgia, and South Carolina, States in which the Negro population is very large, will appear at a disadvantage when compared with Texas, Tennessee, Virginia, and Kentucky.

Arkansas has within her borders 121,837 persons 10 years old or over who can not read; 40,753 of them are native

whites and 79,245 are Negroes. The percentages of the corresponding total population are 4.6 per cent and 21.8 per cent, respectively. Clearly Arkansas is better off educationally than Alabama.

Less Illiteracy in Cities.

Like Alabama, and presumably many other States, Arkansas has much less of illiteracy in the cities than in the rural portions of the State. There is practically none of it among the native white children between 10 and 20 years old in the cities and only 1.7 per cent of it in the total urban native white population 10 years old and over. The corresponding proportion in the rural districts is 5.2 per cent. Negroes are 13.9 per cent illiterate in the cities and 23.4 per cent in the country.

In the counties the highest proportion of illiteracy occurs in Crittenden County, which lies in the Mississippi River "bottom," is devoted principally to agriculture, and contains about six times as many Negroes as whites. The conditions in this county are similar to those in the black belt of Alabama.

The lowest proportion of illiteracy is in Washington County, which is in the northwestern part of the State on the Oklahoma line. Fayetteville is the principal town, and in the population of about 35,000 there are only a few hundred Negroes.

The percentage of illiteracy is 25.5 in Crittenden County and 3.2 in Washington County.

DELAWARE.

Negroes constitute only 13.6 per cent of the population of Delaware, and the proportion is decreasing. Separate schools are maintained for them, as in the States farther south, and the extent of illiteracy among them is not very different from that of the border States. But their numbers are not sufficient to constitute a difficult condition. Aliens and the children of aliens are far more numerous than Negroes, and present more of an educational problem.

Native whites in the cities of Delaware show only 0.7 per cent of illiteracy, and that is presumably among the adults; outside the cities, however, 3.2 per cent of the native whites are unable to write. City Negroes are illiterate to the extent of 17.1 per cent, and country Negroes to the extent of 20.8 per cent.

Foreigners in Country Better Educated.

The reverse is true of the foreign born, for it appears that the better class of them go to the farms and the ignorant laborers are inclined to the cities; 6 per cent of the foreign-born population of the country are illiterate, but

19.2 per cent of those in the cities are in that category.

DISTRICT OF COLUMBIA.

Educational problems in the District of Columbia do not include the elimination of illiteracy in the growing generation. To bring about that condition is not a problem; it is merely a matter of administration.

Practically the entire District presents an urban aspect; a school is within convenient reach of every child; the equipment is good and the teachers are efficient; the compulsory-attendance laws are intelligently handled; the proportion of Negroes is comparatively large, but, precisely the same provision is made for them as for white children. In short, it is hard to find any reason to fear that those who grow up in the District of Columbia in the future will be without the blessings of elementary education at least.

At this time 640 white persons, or 0.3 per cent of the native white population of 10 years old or over, are unable to write. Presumably they are persons who are deficient in understanding or persons who came here late in life. One-half of 1

per cent of the Negro children between 10 and 15 years old can not write. In all probability they are unable to learn or else they arrived recently.

Illiterates Beyond Compulsory Laws.

For the rest, 1,728 foreign-born whites and 8,053 Negroes 10 years old or over are in the category of illiterates. To reach them evening schools and various other forms of adult education must be utilized, but after all their education must depend upon their own will to learn. They are beyond the reach of compulsory laws, and the only thing that can be done for them is to provide the means of education and induce them to attend by the use of personal appeal so far as possible.

In the future more Negroes will come from the South and more immigrants will come from Europe. In the natural course of events, some of them will have had little schooling. They will constitute the illiterate population of Washington in the censuses to come. The established residents will not be included with them.

Substantially this condition exists in all the cities of the United States.

Illiterates in Alabama.

	1920		1910		1900		1890	
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
In total population.....	278,082	16.1	352,710	22.9	443,500	34.0	438,535	41.0
Native whites.....	67,287	6.4	84,204	10.1	102,779	15.2	105,394	18.8
Negroes.....	210,090	31.3	265,628	40.1	338,605	57.4	330,703	69.1

Illiterates in Arkansas.

	1920		1910		1900		1890	
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
In total population.....	121,837	9.4	142,934	12.6	190,655	20.4	203,745	26.6
Native whites of native parentage.....	40,753	4.6	55,025	7.0	76,056	11.6	92,052	16.6
Foreign-born whites.....	1,145	2,063	11.3	1,313	9.3	1,100	7.9
Negroes.....	79,245	21.8	86,398	26.4	113,453	43.0	110,487	53.6

Illiterates in Delaware.

	1920		1910		1900		1890	
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
In total population.....	10,508	5.9	13,240	8.1	17,531	12.0	18,878	14.3
Native whites of native parentage.....	2,427	2.0	3,362	3.3	5,840	6.3	5,839	6.9
Foreign-born whites.....	3,373	17.3	3,359	19.8	2,476	18.3	2,118	16.8
Negroes.....	4,700	19.1	6,345	25.6	8,967	38.1	10,675	49.5

Illiterates in District of Columbia.

	1920		1910		1900		1890	
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
In total population.....	10,509	2.8	13,812	4.9	20,028	8.6	24,884	13.2
Native whites of native parentage.....	640	.3	960	.5	1,138	.8	1,803	1.7
Foreign-born whites.....	1,728	6.1	1,944	8.2	1,342	7.0	1,092	9.3
Negroes.....	8,063	8.6	10,814	13.5	17,462	24.3	21,946	35.0

HEALTH TEACHING IN THE SCHOOLS.

Mothers Do Not Usually Appreciate Importance of Health Habits and Accomplish Little.

Health education must be begun in childhood if the people as a whole are to be influenced effectively, according to a leaflet entitled "Health Teaching in the Schools," issued recently by the Bureau of Education. Adults are proverbially poor pupils in any school, and in the case of modern health instruction it is often necessary as a preliminary to remove bad health habits practiced for many years. Children have few prejudices to overcome; have formed few habits compared with those of adults; and establish good habits almost as easily as bad ones.

Must Be Taught in School.

Instruction in health must be given to the children in school since the education of the mother, so far as the health of the children of school age is concerned, has accomplished very little, the leaflet says. Many mothers are ignorant of the health rules and health habits needed by the children, and for this reason have little interest in the subject. The importance of the proper care of an infant is easily appreciated by the mother because the lack of such care produces results immediately and easily discernible. Neglect of the health of children of school age produces results which are less obvious but affect the physical development of the children and their vigor later in life.

Two kinds of health instruction are discussed, namely, **prevention** of disease and **promotion of health**. The latter is emphasized as the more important. Practical suggestions are given for awakening the interest of pupils in this phase of health instruction.

The leaflet is listed as Health Education, No. 9, and may be obtained from the Superintendent of Documents, Government Printing Office, at 5 cents a copy.

THE YOUNGEST BANK OFFICIAL.

At the meeting of the State Educational Association of Oklahoma, recently held in Oklahoma City, the teachers were addressed by Howard Johnsen, of Dallas, vice president of the John Henry Brown School Thrift Bank. Although Howard is not yet 12 years old, he is the moving spirit in an organization which has already taken in more than \$6,000 and is a real factor in teaching the pupils of the school lessons in practical thrift and saving. Young Johnsen and his associates handle Government thrift stamps and savings stamps, which are their stock in trade.

NATIONAL CONFERENCE ON THE COMMUNITY CENTER.

Will be Held in Washington April 21-23—Called by Commissioner of Education.

To show the way in which the Nation's public-school equipment may be used, both for voting and for the organized pre-election assembly of the citizens, is the prime purpose of the National Conference on the Community Center, which the United States Commissioner of Education has called to meet in Washington on April 21 to 23, inclusive. Scarcely less important, "The Possibilities of the Postal System in Coordination with the Public School," constitutes the second subject of consideration by the conference. "The Present Need of Organized Discussion," will be the topic of the opening session of the conference, at which Justice F. L. Siddons will preside. The address of welcome will be given by Dr. P. P. Claxton, Commissioner of Education. Brig. Gen. Charles E. Sawyer will speak from personal experience on the value of the community center. Dr. Frank B. Gilbert, acting commissioner of education for New York, will discuss the significance of the legislation recently passed in New York, by which the public schoolhouse is made the polling place.

To Reduce Cost of Elections.

Mrs. Giles Scott Rafter will preside at the Friday morning session of the conference, at which the session topic will be "Cutting Election and Pre-Election Costs by Use of Public School Equipment for Voting and Pre-Voting Deliberation."

Miss Margaret Woodrow Wilson will be chairman of the session to be held Friday afternoon, April 22, at which the principal topic for discussion will be "The Community Secretary as the Publicly Employed Clerk of Voting and Pre-Voting Deliberations."

Among those who will take part in the Friday sessions of the conference are George W. Guy, executive secretary of the Cooperative Education Association of Virginia, who will report upon the experience in 1,500 communities in Virginia where community-center development has begun; State Superintendent Charles P. Cary, of Wisconsin, the first State in which the duty of school boards to provide for the community use of the public-school buildings was legally declared; and Clinton Rogers Woodruff, secretary of the National Municipal League.

It is expected that among those who will participate in the discussion on "The Community Secretary as the Pub-

licly Employed Clerk of Voting and Pre-voting Deliberations" will be State Supt. Augustus O. Thomas, of Maine; State Supt. Albert S. Cook, of Maryland; Eugene C. Gibney, director of school extension, New York City; W. C. Crosby, State director of school extension of North Carolina; and Supt. Frank Ballou, District of Columbia. Walter Tyler Page, Clerk of the House of Representatives will speak on the "Duties of the Secretary" in opening the discussion of the function of the community secretary.

Postal Service Coordinated with Schools.

"The Necessity of Economy in Distribution and the Possibilities of the Postal System in Coordination with the Public School" will be the subject of an address Friday evening by Postmaster General Will H. Hays. Hon. M. Clyde Kelly, Member of Congress from Pennsylvania, will speak at this session.

The Saturday morning session of the conference will be devoted to a discussion of "The Practical Details of Public School-Postal Coordination." Hon. Arthur Capper, United States Senator, and Daniel C. Roper, formerly First Assistant Postmaster General, will discuss the post-office and the public school.

Among those who will take part in the Saturday sessions are Col. C. Seymour Bullock, of South Bend, Ind., who will speak of the experience of South Bend, where practically every school has been made a community center; John B. Andrews, secretary of the American Association for Labor Legislation, and Supts. Payson Smith, of Massachusetts, and J. W. Abercrombie, of Alabama. Supt. F. E. Clerk, of Winchester, Va., will furnish the exhibit of a model school and community plant.

"The Use of the Schoolhouse as the Neighborhood Center of Service in Health, Census Taking, Music, Library, Motion Pictures, and Recreation" will be the conference topic for Saturday afternoon.

Dr. Edwin A. Peterson, National Director of Health Service, American Red Cross, will discuss "The Schoolhouse as the Center of Service in Health." Samuel Rogers, Director of Census, will discuss the schoolhouse as "The Center of Service in Census Taking." Music will be discussed by Will Earhart, of Pittsburgh, Pa., and Recreation by Clarence A. Perry, of New York City. "The Schoolhouse as an Employment Office" will be discussed by Arthur E. Holder, formerly a member of the Federal Board for Vocational Education.

The ministry of public instruction of Nicaragua has provided for two traveling teachers of horticulture, who will teach this subject in the primary schools of the Republic.

CONVENTIONS WITH COMING OLYMPIC GAMES.

Conference of Letters and the Arts to Be Held in Lausanne in May and June.

Congresses and conferences will mark the celebration of the Olympic games at Lausanne, Switzerland, from May 25 to June 12, inclusive.

The program of the games has regularly included competitions in architecture, painting, music, and literature which were open to unpublished works directly inspired by the idea of sport. The plan originally contemplated of holding conventions has not heretofore been put in effect. The International Olympic Committee, however, considers it opportune to add that feature to the celebration at Lausanne, and through the Swiss Minister and the Secretary of State, the committee has requested the Secretary of War and the Commissioner of Education to appoint delegates to the conferences.

The questions to be considered are:

Architecture: Buildings and fields for athletic sport; stadia, gymnasias, athletic fields, etc.; combination of esthetic with technical requirements.

Dramatic Art: Open-air performances; their possible place in the Olympic games.

Choregraphy: Processions, parades, grouped and coordinated movements; dancing.

Decoration: Spectators' stands and inclosures; flagstaffs, escutcheons, festoons, arbors, flags, sheaves of arms, or implements, etc., pyrotechnics.

Literature: The emotions of sport as a source of inspiration for poets and writers.

Painting and sculpture: The athlete as the born model for painter and sculptor; differences between our times and antiquity; new ways of interpreting intense effort.

Music: Open-air chorus and orchestra; alternation effects; musical material; establishment of choral sections in athletic sport clubs.

The buildings and gardens of Montbenon will be placed at the exclusive disposal of the members of the congress during the period assigned to its meetings.

TRIP TO ITALY IS THE PRIZE.

The Italy-America Society in New York City offers a trip to Italy to the undergraduate of an American college or university who writes the best essay on "Italy's Contribution to Modern Culture." The amount of the award will cover all expenses of the trip, which is to be given during the coming summer.

FORMER TEACHERS AS GOVERNMENT EMPLOYEES.

What 272 Clerks in the War Risk Insurance Bureau Say About Returning to the Teaching Profession.

By EDITH A. LATHROP.

Will the teachers who left the school-room to take Government positions in Washington return to the profession? We do not know what all the teachers in all the Government departments in Washington say about it, but we do know what 272 teachers in the War Risk Insurance Bureau say. Twenty-five (9 per cent) of these 272 teachers say "Yes." One hundred and eight (40 per cent) say that their return to the profession will depend upon conditions either in the profession or in their present work, or in their personal affairs. One hundred and thirty-nine (51 per cent) say "No." Some go further and say "Emphatically no."

All Were Normal School Graduates.

This information was given at the request of the United States Commissioner of Education and through the courtesy of the Chief of the Personnel Division of the War Risk Insurance Bureau. The names of the teachers were selected at random from the files in the Personnel Division by the Chief of the Records Section. Graduation from a standard normal school or its equivalent, and experience in teaching, were the standards followed in choosing the names.

It is generally accepted that the minimum educational qualifications for a teacher in the elementary schools should be not less than the completion of a normal school course of two years, in addition to four years of secondary training, or the equivalent thereof. One hundred twenty-seven (47 per cent) of the teachers measure up to this standard; 99 (36 per cent) have more than a normal school education, but are short of college graduation; 44 (16 per cent) are college graduates; 2 hold advanced degrees. One of these two, a teacher holding an A. M. degree from Columbia University, New York City, will return to the profession.

Long Experience as Teachers.

So far as experience is concerned, these teachers are not amateurs. Their schoolroom experience ranges from 1 to 32 years. Ninety-seven have taught from 1 to 5 years, and 115 have taught from 6 to 10 years. The median experience for the 272 teachers is 7.71 years.

The character of the experience is varied. These teachers have taught in one-teacher rural schools, the elementary grades of towns and cities, high schools of towns and cities, and consolidated

rural schools. Five held supervising positions—one as a county superintendent, one as a district superintendent, one as a primary supervisor, two as grade principals. More than 80 per cent of the 272 teachers reported experience in the elementary grades of towns and cities.

Many Reasons Are Assigned.

Twenty-five of the 108 teachers who said that they *may* return to the profession did not give reasons. One in the group of 139 teachers who say that they *will not* return to the profession did not give a reason. Some in both groups gave several reasons. In all, 309 reasons were given by 221 teachers.

Sixty-four and eight-tenths per cent of the 221 teachers gave insufficient salary as the reason why they are not returning to the profession. These teachers say that for the time and money invested the salary received is entirely inadequate. Forty-one teachers (18.6 per cent) say teaching is too nerve racking. Forty teachers (18.1 per cent) object to methods of school administration. In this connection they mention crowded schoolrooms, crowded curricula, outside work, teachers' examinations, discrimination against women in the matter of salaries, no chance for advancement, and school politics.

Some Will Obtain More Education.

Thirty-three (14.9 per cent) say in effect that Government business appeals to them more than teaching. A few see the need for more education and either will not continue the profession because more education is impossible, or will wait until they can complete their college courses. Other reasons mentioned are: No sick leave; the lack of appreciation of the school teacher; no social life; the schoolroom no place to grow old in; the chance to see Washington and the East.

The following quotations are characteristic of the answers given:

1. "Small salary; nerve strain; conditions in the average city school system which require a teacher to attend so many meetings after school hours that she has no time to attend to her school work except in the evening, and therefore very little time for social recreation and diversion, which is necessary to keep from getting into a rut or breaking down."—A graduate of the Connecticut State Normal School; 17 years' experience.

2. "The salary offered teachers is less than that paid Government or office work. The average board of education gives its employees much less consideration than is given employees in any other work."—A graduate of Illinois State Normal School; 10 years' experience.

3. "I found the teaching profession prevents a normal girlhood in about 80 per cent of the communities. Society should have the same standard for young teachers as it has for its daughters."—A graduate of a Kansas State normal school and university summer courses; five years' experience in grades of towns.

4. "If I do not teach again these will be the reasons: (a) The disparity between the capital invested on my education and the return received from teaching. (b) The lack of understanding on the part of the public of the value and place of the teacher in the national and individual life. (c) The overcrowding of curricula in schoolroom."—A graduate of Chicago University; 26 years' experience.

Many Supervisors Are Objectionable.

5. "The inadequate salary for the responsibility and for the amount of work required. Too many supervisors to unload their ideas upon us and to heap work upon us. Favoritism shown to men teachers. The tenure of office unsatisfactory; too much politics."—A graduate of De Pauw University; 17 years' experience.

6. "After investing time, energy, and money, I was paid in a profession less than I could draw as a clerk in an office. One has to live. In addition, I will not demean myself by doing professional work at less than a laborer's salary."—A graduate of George Washington University; 17 years' experience.

7. "I thoroughly enjoyed teaching but left the profession because of the low salary. I feel that the business world offers better opportunities for women and am taking a secretarial course preparatory to entering the business world."—A graduate of a New York State Normal School; one year at the University of Buffalo; 10 years' experience.

Not Enough Compensation for Preparation.

8. "Salaries have never been sufficient to compensate for the preparation and energy expended besides the expenses. September found me either 'even' or 'broke' after three months' vacation, which I always spent in travel or preparation to be a more efficient teacher for the next year. The lack of social life either restricted by a superintendent or a narrow public, or by the teacher herself so as not to fall below par, tends to

place the teacher below normal both in and out of school."—A graduate of a Kansas State Normal School; one year at the University of Kansas; 8 years' experience.

Enjoyed Work But Accumulated Nothing.

9. "I like the work but find after years of service I have accumulated nothing. Why give my vitality or life to such a course? Since I am responsible for my own support as well as that of my mother, I have been forced to try other work in spite of the fact that I prefer teaching."—A graduate of a Georgia Normal and Industrial College; 10 years' experience.

10. "I object to being overworked and underpaid. As a teacher in a small town I was expected to devote every waking moment to my work for the community in one way or another."—A graduate of Baylor College, Texas; 3 years' experience.

Many of the employees in the War Risk Bureau, as well as in all governmental departments, do routine clerical work which does not require more than an elementary education. For such services the War Risk Bureau pays approximately an annual salary of \$1,200 plus a bonus of \$120, a total of \$1,320. A few of the 272 teachers included in this study have positions involving some administrative duties. Such positions pay more than \$1,200. One teacher received \$1,800 and \$120 bonus. Thirty days annual leave and 10 days sick leave are given.

It is well to compare these salaries with teachers' salaries.

Rural Teachers Receive \$634, Average.

An investigation made in May, 1920, by the Bureau of Education showed that more than 40 per cent of the rural teachers received \$600. The average annual salary for high school and elementary rural teachers was \$634. In December, 1919, the National Education Association published a study of teachers' salaries in 392 cities throughout the country for the school year of 1918-19. This study showed the median annual salary of elementary teachers to be \$856; of intermediate teachers, \$951; of high-school teachers, \$1,224.

The 272 teachers studied in this report represent the grade teachers in the cities and towns. The National Education Association report includes 32,499 elementary and 2,186 intermediate teachers in the 392 cities. This is a total of 34,685 teachers. Of this number 32,930, or 95.5 per cent, receive less than \$1,300 a year.

The comparison of the salaries received in the War Risk Bureau with those quoted from the available investigations show that the Government is

offering teachers more money than the schools are offering them. This is true notwithstanding the fact that the Government worker is employed 11 months in the year and the teacher 9 months. When professional demands are considered, such as summer schools, institutes, and periodicals, the margin in favor of the Government salary is still greater.

There are no available statistics for the country as a whole on the increases made in teachers' salaries within the past year.

RURAL SCHOOL PLAYGROUNDS AND EQUIPMENT.

Proper choice, care, and equipment of rural school playgrounds is urged in a leaflet written by K Cecil Richmond, assistant county superintendent of public instruction, Shawnee County, Kans., and published recently by the United States Bureau of Education.

"Unfortunately many schools have been located in very poor places," says Mr. Richmond. "Obviously the top or the side of a hill does not make a very satisfactory playground. Neither does rough or stony, swampy, or undrained ground prove satisfactory. In the first place, then, the school grounds should receive some attention, unless perchance the schoolhouse has been well located, with good playgrounds available."

Practical advice is given about cleaning, draining, fencing, and planting the playground, and about the arrangement of walks, outbuildings, and playground apparatus. Choice of apparatus suited to the number, size, and needs of pupils enrolled in the typical rural school, and methods of obtaining money for such equipment from the school board and the community are discussed. A minimum list of equipment for a one-room country school and an optional list are given.

The leaflet is entitled "Rural School Playgrounds and Equipment," and is listed as Teacher's Leaflet No. 11. It may be obtained from the Superintendent of Documents, Government Printing Office, at 5 cents a copy.

CITY BOARD MAY BE REORGANIZED.

Two proposals for the reorganization of the board of education of New York City are under consideration in the Legislature of New York. One contemplates a new board of 21, selected by a nonpartisan commission consisting of the mayor, the presiding justices of the appellate division, and the resident members of the board of regents, instead of the present board of seven, which is appointed by the mayor. The other proposal provides for election by the people. Each measure contemplates financial independence.

GOOD BOOKS AT LOW PRICES.

Navy Department Will Sell Surplus Stock, Accumulated During War—Suitable for Schools and Libraries.

Forty thousand books worth \$90,000 are offered for sale by the Navy Department at a substantial reduction from the cost price. Schools and libraries are preferred as purchasers, but sales will not be denied to others. The books were purchased during the war to provide libraries for naval vessels and shore stations. They are in excess of peace-time needs and must be sold.

They are standard books, well selected for the purpose; the editions were chosen as the best; the bindings are substantial, and all the books offered for sale are absolutely new. Price lists and descriptive catalogues may be obtained from the Central Sales Office, Navy Department, Washington, D. C.

The character of the books is indicated by the following:

1. Naval and Military Science; by Knight, Upton, Barton, Stickney, etc.
2. History, Geography, and Biography; by Marvin, James, Belknap, Stevenson, Dewey, Putnam, Abbott, Clemenceau, Lodge, Roberts, Northcliffe, Roosevelt, etc.
3. Philosophy and Religion; by Smith, Scudder, Swedenborg, Forsyth, Taylor, Plutarch, etc.
4. Dictionaries and Simplified Grammars; by Adler, Freege, Valdez, and Hill.
5. Science; by Lodge, Fournier, Fleming, Meyers, Towers, etc.
6. Law and Diplomacy; by Baldwin, Kent, Moore, Root, Wilson, Choate, Malloy, etc.
7. Popular Books and Fiction; by Aimard, Ainsworth, Allen, Bacheiler, Bacon, Alzac, Beresford, Blackwood, Brady, Bulwer - Lytton, Carlyle, Chambers, Cooper, Dickens, Eliot, Fleming, Gordon, Harte, Hawthorne, Howells, Irving, Jordan, Kingsley, Locke, Marryat, Muhlbach, Oliphant, Parker, Phillpotts, Reade, Riley, Scott, Smith, Stevenson, Stockton, Thackeray, Van Dyke, Ward, Wells, Wharton, Wiggin, etc.

The trustees of the Roosevelt Memorial Association have established a fellowship in Roosevelt research at Harvard University for the present half year, the object being to gather all the material available concerning Mr. Roosevelt's life as an undergraduate at Harvard, and the men and conditions which surrounded him in Harvard College of the late seventies.

TENDENCIES IN COLLEGE ENTRANCE REQUIREMENTS.

Report of Study of 125 Institutions—Three-fourths Require 15 Units—Alternate Requirements Introduced.

By CLYDE FURST, *Secretary, Carnegie Foundation for the Advancement of Teaching.*

[Presented to the National Conference Committee on Standards of Colleges and Secondary Schools.]

Requirements in 1912 and in 1920 for entrance to candidacy for the bachelor's degree in liberal arts, as shown by a study of the conditions in 125 universities and colleges that were approved by the Association of American Universities in 1918, disclose the following tendencies:

(1) The number of institutions having but one requirement for the various bachelor's degrees in liberal arts increased from 70 to 77; that is, from 56 to 61 per cent of the entire 125.

(2) The number of requirements for entrance that demand 15 units of preparatory work increased from 91 to 145; that is, from nearly one-half to more than three-fourths of the total of 189 requirements.

(3) The total number of units required for entrance in the 125 institutions increased from 2,786 to 2,834; that is, 13 per cent.

Prescribed Subjects Are Decreasing.

(4) The number of units prescribed as to subject decreased from 2,025.5 to 1,268.5; that is, from 72 to 44 per cent of the whole number, a decrease of 37 per cent.

(5) The number of units left entirely free as to subject increased from 101 to 348.5; that is, from 3.6 to 12 per cent of the whole number.

(6) The number of elective units increased but slightly, from 659.5 to 697.5; that is, from 23 to 24 per cent of the whole.

(7) A comparatively new feature, alternate requirements; that is, units to be taken in either Latin or Greek, mathematics or chemistry or physics, and so on, has come to include, in 1920, 519.5 units, or 18 per cent of the whole.

North Central Association Requires Most.

(8) Both in 1912 and in 1920 the 49 institutions of the North Central Association of Colleges and Secondary Schools required, on the average, the largest number of units for college entrance; the 28 institutions of the Association of Urban Universities came next; the 31 institutions associated with the College Entrance Examination Board next—all three representing requirements above the average of the whole 125 institutions, both in 1912 and 1920; these requirements were, respectively, 15.03, 14.01, and 14.79 units, as compared with

an average of 14.74 in 1912; and 15.07, 15.06, and 15.03 units, respectively, as compared with an average of 14.98 in 1920.

Two Associations Increase Requirements.

(9) The 31 institutions represented in the National Association of State Universities and the 17 of the Association of Colleges and Secondary Schools of the Southern States has an average requirement lower than the general average in 1912, namely, 14.67 and 14.38, respectively, but in 1920 both had an average requirement higher than the general average, namely, 15.01 and 15 units, respectively.

(10) The 28 institutions represented in the Association of Colleges and Preparatory Schools of the Middle States and Maryland, the 21 represented in the New England Association of Colleges, and the 10 in the New England College Entrance Certificate Board, required, on the average, a number of units for entrance smaller than the general average, both in 1912 and in 1920, namely, 14.58, 14.58, and 14.28 units, respectively, in 1912 and 14.92, 14.86, and 14.63, respectively, in 1920. Both in 1912 and 1920 the institutions associated with the New England College Entrance Certificate Board required, on the average, the smallest number of units for entrance. This group alone had, in 1920, a smaller average requirement than the general average in 1912.

Changes in Prescribed Subjects.

(11) With regard to prescribed subjects, the institutions associated with the Middle States, the Entrance Examination Board, and the two New England groups had, on the average, larger requirements than the general average, both in 1912 and in 1920. The State Universities and the North Central Association had, on the average, smaller requirements than the general average, both in 1912 and in 1920. The Southern Association and the Urban Universities averaged more than the general in 1912 but less in 1920.

(12) With regard to alternate requirements, which are specified only for 1920, the Middle States, Examination Board, Urban Universities, and the two New England groups have larger, the Southern, North Central, and State Univer-

sities groups, smaller requirements than the average.

(13) With regard to electives, the State and the North Central institutions had more than the average, and the Middle States, the Urban Universities, the Examination Board, and the New England Certificate group had less than the average, both in 1912 and in 1920. The Southern institutions had less than the average in 1912 and more in 1920. The New England Association institutions had more than the average in 1912 but less in 1920.

(14) With regard to free units the Southern, Examination Board, and the New England groups offered nothing in 1912, and their allowance was below the average in 1920, as was the offering of the Middle States in both years. The State Universities were below the average in 1912 but above in 1920. The Urban and North Central groups were above in both years.

Ratio of Prescribed and Elective Units.

(15) In summarizing the relative frequency of the various subjects, some ratio of evaluation between prescribed, alternate, and elective units is necessary. In the following comparison this ratio has been taken, as one, one-fourth, and one-seventh, the average alternate group containing four subjects, the average elective group seven.

(16) The most frequent entrance subjects, considering prescriptions, alternates, and electives, all together, are thus English, Mathematics, Latin; the History, Civics, Economics group; German, French, Greek, Spanish, Physics, Chemistry, Business, and Botany, in the order named.

(17) The most frequent subjects among prescriptions alone are English, Mathematics, Latin, the History and Civics group, and General Science.

(18) The most frequent alternate subjects are French and German, Latin, Greek, and Spanish.

(19) The most frequent electives are German, History and Civics, French, Latin, Greek, and Mathematics.

Junior Red Cross workers of the schools of Porto Rico have offered a 2-year scholarship in the normal department of the University of Porto Rico for the best work done by a girl graduate of the Porto Rico High School.

A travelling art exhibit of 200 prints, chosen under the direction of Miss Lella Mechlin, secretary of the American Federation of Art, was recently started on a tour of the Porto Rico schools. It will be sent to the Virgin Islands after it has been used in Porto Rico. The exhibit was financed by the Junior Red Cross.

SCHOOL LIFE

Issued by the Department of the Interior,
Bureau of Education.

Editor, JAMES C. BOYKIN.

TERMS.—Subscription, 50 cents per year, in advance. Foreign (not including Canada, Mexico, Cuba), 75 cents. Copies are mailed regularly, without cost, to presidents of universities and colleges, State, city, and county superintendents, principals of normal schools and of high schools, and a few other administrative school officers.

Remittance should be made to the Superintendent of Documents, Government Printing Office, Washington, D. C., and should be by cash or money order. Stamps are not accepted.

APRIL 15, 1921.

WILL CONTINUE UNDER PRIVATE CONTROL.

The University of Pennsylvania will remain a private institution and retain its legal status under its charter of 1791. The trustees of the university, after a year's study of the situation in all its ramifications, have so declared. In making public their verdict the trustees have announced a policy which calls for the inauguration of a campaign for a \$10,000,000 endowment fund, for increased salaries of professors, for the greatest economy in the conduct of the financial affairs of the university, for a wider distribution of places on the governing board, and for a continuation of State aid, particularly for those departments of the institution which have to do with the public welfare.

SIX HUNDREDTH ANNIVERSARY OF DANTE'S DEATH.

Dante Alighieri died in 1321—six hundred years ago. This year the nations of the civilized world will join in paying grateful tribute to a poet whose work is a common heritage.

That a mediaevalist should call forth homage in the twentieth century from peoples living under civilization utterly different from that which he knew and by nations which for the most part do not know the language in which he wrote, is a marvel explainable only by his supreme genius.

Because he saw humanity *sub specie aeternitatis*, his influence reaches around the world and across the centuries. As poet, he offers still the wonder of his vision, the echoing harmony of his verse, the profound insight of his human sympathy. As apostle, he utters still a message rich in counsel for this modern world, a message that clarifies and quickens, that inspires and makes resolute.

The Commissioner of Education urges that colleges, universities, normal schools

and other schools commemorate in a fitting and worthy way the sixth centenary of the poet's death. This can be done by making this centenary year the occasion for a wider and deeper study of his works, through study classes and public meetings; lectures, singly or in series; readings; exhibitions of books by Dante or on Dante; and displays of Dante portraits, works of art derived from Dante, and pictures of his Italy.

It is especially suggested that the three parts of the Divine Comedy, the Inferno, the Purgatory, and the Paradise be read either in the original or in translation. Among the better and more accessible English translations are those by Carey, Kuhns, Longfellow, and Norton, and the translations by Carlyle and others printed on alternate pages with the original in the small Temple Classics edition.

Reading clubs for the study of the Divine Comedy and others of Dante's works may well be formed in every city, town, and village.

PHYSICAL TRAINING AND MILITARY INSTRUCTION.

A month of military instruction and carefully supervised physical training is offered to the youth of the Nation. The War Department has practically completed plans for the establishment this summer of a number of Citizens' Military Training Camps throughout the entire country.

These camps, which are in furtherance of the policy of volunteer military training strongly indorsed by President Harding, will be so apportioned that any young man who is eligible to attend them may find one within reasonable distance of his home. The present plan allots at least one camp to each corps area.

Attendance will be without cost to the candidate. Upon being accepted for enrollment he will proceed to the camp designated, and upon his arrival will be reimbursed for the amount of his traveling expenses. All instruction will be given at permanently established camps, where the candidate will find selected Regular Army instructors prepared to train him in the elementary duties of a soldier. Physical training will occupy a permanent place in the program and medical officers, chaplains, and hostesses will be in constant attendance. No educational qualifications are required, but the applicant's intelligence must be such as will permit him to understand and obey commands.

Applications for these camps should be made to the corps area commander in which the camp is located. No definite date has been set for the opening of the camps, but it will not be earlier than July 15 nor later than August 10.

EXAMINATIONS FOR CERTIFICATES OF PROFICIENCY.

Applications for examination leading to certificates of commercial proficiency awarded by the Chamber of Commerce of the State of New York have increased sevenfold since the first examinations for such certificates were held in September, 1919.

The plan was adopted because members of the chamber realized that the United States was seriously crippled in its competition with other countries for foreign trade by the lack of proper commercial training, particularly in languages. R. C. McRea, professor of economics at Columbia University, is in charge of the work, and under his supervision examinations are given to junior and senior registrants.

A junior candidate must pass examinations in at least two of a group of subjects, including history, commercial law, bookkeeping and business practice, shorthand and typewriting, modern business forms and procedure, algebra, and plane geometry, and must prove proficiency in at least one modern language in addition to English. Examinations also include spelling and composition, handwriting, arithmetic, and commercial geography.

The senior examinations are more advanced, both in scope and in difficulty of the subjects considered, and two modern languages are required instead of one.

FOURTEEN STATES COOPERATE IN HOME READING.

Departments of education and State universities of 14 States are cooperating actively with the home-education division of the United States Bureau of Education in conducting home-reading courses. Upon the completion of any one of the 16 courses offered by the division, the reader receives a certificate signed by the United States Commissioner of Education and a representative of the extension department of the State university. The courses are given by the State authorities in Georgia, Indiana, Iowa, Kentucky, Louisiana, North Carolina, North Dakota, Oregon, South Carolina, South Dakota, Utah, Virginia, Washington, and Wisconsin.

LIBRARY ENCOURAGES PROFESSIONAL CLUBS OF TEACHERS.

Formation of professional clubs by high school teachers is fostered by the library board of Milwaukee, Wis. It is proposed to organize the teachers into groups by bringing together those whose tastes and interests are similar. The facilities of the library building are offered for meetings, and appropriate literature will be freely supplied by the librarian.

MINING TOWNS PRESENT SPECIAL PROBLEMS.

Few Children Continue in School After Compulsory Age is Passed—Longer Terms Recommended.

Scattered from Pittsburgh, Pa., south to Birmingham, Ala., are hundreds of mining towns, or camps, varying in population from about 100 to 2,500. A study, based upon observation of schools in such towns in the best districts in the bituminous coal regions of Pennsylvania, West Virginia, and Alabama, has been issued recently as a bulletin by the United States Bureau of Education.

Good Attendance Depends on Compulsion.

"School attendance is very good in some of the mining communities," the report says, "but usually only where the compulsory attendance law is rigorously enforced. Small attendance of pupils above compulsory school age is shown by records of enrollment in two mining townships and in three independent districts in western Pennsylvania, in which 5,634 pupils were enrolled in the elementary grades, and but 370 in the high schools.

Adaptation of the course of study to the needs of mining-town life is urged. To provide profitable use of time by children in these towns, the report recommends that the school term be lengthened to 48 weeks. "No all-year schools have been organized in the bituminous mining region, the report continues, "so no conclusions as to their value, as shown by experience, can be given. But, judging from the success of such schools in a city where there is nothing for the children to do during out-of-school hours, they would be just as valuable in a mining town."

Teacherages Are Necessary.

The erection of suitable homes for teachers is mentioned as particularly to be desired, since frequently mining towns contain no homes open to teachers in which suitable room and board can be found. As a consequence a teacher frequently lives in some other town near by, devoting only the actual school day to the town in which she is employed, and thereby depriving the community of the helpful influence outside of school hours which otherwise she would exert.

As examples of improvement actually attained by schools in mining towns, descriptions are given of schools in Langloth, and Ellsworth, Pa., and in 21 mining towns of the Tennessee Coal, Iron & Railroad Co. These schools are supported only in part by public funds, and

although private support of public schools is not advocated, the schools furnish excellent examples of what might be done if sufficient funds were supplied by taxation.

The bulletin is entitled "Schools in the Bituminous Coal Region of the Appalachian Mountains," and may be obtained from the superintendent of documents, Government Printing Office, at 10 cents a copy.

NATIONAL CONFERENCE OF STANDARDIZING AGENCIES.

In cooperation with the American Council on Education the National Conference Committee on Standards in Colleges and Secondary Schools has called a national conference of representatives from all the agencies or organizations in the country which have established standards for higher institutions within their territory or control. There are a number of such bodies, including voluntary, national, and regional educational associations, State universities and departments of education, and church boards of education.

The requirements for accrediting set up by these organizations, while they have certain similarities, vary to such an extent that institutions approved in accordance with the respective standards are not likely to be of similar grade. Inasmuch as the organizations interested in the standardization movement in higher institutions all have a high quality of college work as the primary object of their activities it has seemed to the national conference committee on standards that it would be possible to define the principle for standardizing colleges and to agree upon a uniform method of procedure.

The conference will be held in Washington May 6 and 7 next in conjunction with the annual meeting of the American Council on Education.

STATUS OF LEGISLATION ON PHYSICAL EDUCATION.

Legislation for physical education has been enacted in 23 States, but many of the laws are not effective, according to a report made by Daniel Chase, supervisor of physical education for New York State, at the National Conference on Physical Education in Atlantic City recently.

Only 10 of the States have full-time State directors of physical education. State laws recently passed have resulted in rapid increase in the quantity and improvement in the quality of physical education work in those States.

EXCLUSIVELY FOR AMERICAN STUDENTS.

Ecole des Hautes Etudes Musicales Established in Fontainebleau Palace—Professors from Conservatory.

A school of music for advanced American students has been established in Fontainebleau, under the control of the French Government. The Louis XV wing of the palace has been assigned to the school by the director of Beaux-Arts, and it will receive subsidies from the Minister of Beaux-Arts and from the municipality of Fontainebleau.

Charles Widor, the celebrated organist, has been nominated Director General des Etudes, and Francis Casadessus, Technical Director. Instruction, at first, will be given only during the three months of the summer session. Professors, distinguished in their art, will form the teaching staff and will direct examinations and distribute diplomas. If the undertaking proves successful the duration of the curriculum each year will be extended. The hope is expressed that the institution will also develop into a school of painting, architecture, and sculpture.

WASHINGTON SCHOOL CODE IS DEFEATED.

Senate bill No. 10 has been defeated in the Senate of the State of Washington in a very close vote. That bill was drawn to effectuate the recommendations of the public school administrative code commission appointed by the governor in March, 1920, and it was the center of a warm contest. The State superintendent of public instruction was not a member of the code commission, and the method by which that officer is now chosen, namely, by popular vote, was condemned in the report.

County Unit Emphasized.

The recommendations of the commission were published, practically in full, in *SCHOOL LIFE* of January 15. They provided for the county unit of administration, a State board of education of seven lay members appointed by the governor, a State superintendent of public instruction appointed by the State board of education, and for a larger proportion of the cost of education to be borne by State taxation.

The members of the commission were W. J. Sutton, chairman; A. S. Burrows, secretary; W. M. Kern; Alfred Lister; Mrs. Mark E. Reed. Dr. Ellwood P. Cubberley, of Stanford University, acted as adviser to the commission.

CONDITION OF RURAL SCHOOLHOUSES.

No Shortage in Numbers But Quality is Very Poor, and New Construction is Required—Consolidation Demanded.

By J. F. ABEL.

Rural schoolhouses in the United States are sufficient in number, but in general they are poor in construction, heating, and lighting, and a large proportion of them are insanitary, out of date, and unfit for use. This is the tenor of the reports received by the United States Bureau of Education in response to a recent inquiry.

Superintendents of 47.2 per cent of the counties of the United States, having 52.6 per cent of the total rural population, sent replies indicating that in these counties new school buildings and repairs on buildings are needed to the extent of an estimated cost of \$197,531,000; that buildings are now in process of erection at an estimated cost of \$41,344,000; and that bonds are available for additional buildings to the extent of \$20,857,000.

Provision for Part of Need.

If the proportion holds for counties not reporting, the total amount of rural schools needed will cost approximately \$375,000,000; the amount of building in process of construction amounts to \$76,100,000; the amount of bonds available for buildings, in addition to those now in process of erection, is \$39,000,000.

Apparently about 40 per cent of the buildings in the process of erection are for consolidated schools.

The shortage of rural-school facilities is not in quantity of space or in number of buildings; it is in quality and kind. There are no reports of children out of school or attending part time because of lack of accommodations. There is little complaint that building was stopped during the war, that building prices are too high, or that bonds can not be sold. From every State the statements come, almost uniform in tone, that there are buildings enough but that they are poor in construction, heating, and lighting; that they are insanitary, inadequate, out of date, unfit for use, and generally as bad as they can well be and still be considered schoolhouses. Here are a few replies to the question as to whether the county or township is well equipped with rural school buildings:

Generally Deficient in Quality.

- "Plenty, such as they are."
- "A surplus, but they are poor."
- "Quantity sufficient; quality poor."
- "Old-style buildings in poor repair."
- "Sufficient number but from 40 to 50 years old."

"No; we have makeshifts."

"Plenty, but out of date."

"Enough in number but not good enough."

This kind of reply is not confined to any one State or group of States. It comes from all sections of the country. There is a general feeling, at least among superintendents, that the little one-room schoolhouse must soon be replaced by something better.

Consolidation Recognized as Remedy.

The "something better" to be used in the replacement process is the consolidated school. The proportion of the present rural school building construction that is purposed for consolidation is high. The sentiment for consolidation is strong among the superintendents reporting. It shows itself repeatedly in their responses. In many cases new school buildings are waiting on consolidation. Some counties are building no more one-room schools. Some State departments of education have adopted consolidation as a definite policy. The returns indicate that it is going forward rapidly in Alabama, Indiana, Iowa, Louisiana, Mississippi, Ohio, North Carolina, Tennessee, and Virginia. In only one or two counties where consolidation is practicable do the superintendents report opposition to it. There are many such answers as these:

"Our schools are beginning to take on new life, and all efforts are directed toward consolidation."

"It will be only a very few years until the rural one-teacher school will be a memory in this county."

"The rural schools are not being improved very much, as school boards and patrons are waiting to see what they can do in consolidation."

"We are consolidating this county as a whole into five consolidated points for whites, two for colored schools."

"We are building and repairing just as little as possible, because we must have consolidation."

"There is no disposition to do much building until some plan of consolidation can be perfected, so that larger buildings with modern equipment can be constructed."

Tendency to Accept Present Conditions.

Nine hundred and nine of the 1,446 counties and townships that need better rural schoolhouses are building to the extent of \$41,343,000, an amount slightly

less than 21 per cent of the expressed need of \$197,531,000. Part of the slowness in building is due to indecision as to what is best to build. More of it is due to the fact that the inadequacy is not merely buildings, but a better kind of building. If the school children were not housed at all, immediate efforts would be made to take care of them. Since they are housed, although unsatisfactorily, the tendency is to accept the condition rather than correct it.

Four hundred and twenty-five counties have bonds to be used for school buildings to the extent of \$20,587,000. This is about 10 per cent of the building need of \$197,531,000. To meet the rural school building shortage, then, there is approximately 30 per cent of the money necessary either now being spent for construction or awaiting contracts. This is a much less satisfactory situation than that in the cities, where the reports indicate that nearly three-fourths (72 per cent) of the needed additional facilities are being supplied or the money to provide them is ready for use.

Satisfactory Conditions in Some Counties.

One hundred and fifty-nine out of 1,606 counties and townships reported that they have well-equipped rural schools. Such reports came most frequently from New England and the West. Like some of our cities, a few counties are keeping their building programs well up to date. From a county in Utah comes the statement, "We bonded our county two years ago and have new buildings in all outlying districts;" and from one in California, "Our county is well equipped. New buildings are planned as the need arises."

To summarize:

(1) The rural school building need is quality, not quantity. There is plenty of rural school housing, but much of it is unfit for use.

(2) Fifty-two and six-tenths per cent of the rural population has expressed a need for better school buildings, amounting to \$197,531,000.

(3) Approximately 30 per cent of this need is being met either by present construction or money available for construction.

(4) A high percentage of the present construction is for consolidated schools.

In compliance with a request of numerous employees of the Mexican railways in the City of Mexico, the railway management has arranged a course of free instruction to railway employees who wish to study the English language after working hours.

SOME IMPRESSIONS OF EUROPEAN EDUCATION.

(Continued from page 1.)

together the experiences of people prominent in the nation's work, with the findings of research and applied political science.

Prof. Dr. E. Jack warns his countrymen that they must not adopt the French *École* in toto, for, he says, one of its features conceals the germs of ruin and disintegration, namely, revenge—chauvinism. He expresses the hope that the new German institution will not be infected by it, but be truly a point of crystallization for the best of German will and energy.

Other Germans cite Émile Boutmy's utterance: "It was the University that won at Koniggratz," and add, "It was l'École libre that won the World War."

It schooled the French will to a unified purpose. Every influential politician in France, parliamentarian, diplomat, minister, or journalist, has received his intellectual training in the Paris *École*. It was truly said that this school won for France at Versailles. France had the advantage of a central intellectual citadel that kept the French compactly together.

ADMISSION OF FOLK-SCHOOL TEACHERS TO UNIVERSITIES.

Admission to German universities was first sought for its members by the German Folk-School Teachers' Association in 1902. The request was granted in time by Saxony, Hessen, Oldenburg, Württemberg, Thuringia, and Bavaria. In September, 1919, Prussia also opened the portals of its universities by the law which provides that:

1. All teachers, men and women, who have been employed in the folk schools at least two years after graduating from teachers' seminaries may enter the universities of Prussia, and after a course of study comprising at least six semesters may be admitted to the examination in philosophy and education instituted for teachers of the advanced schools.

2. After four semesters' study of the classic or science branches, teachers can apply for the supplementary examination, which admits them to the examination for teachers of advanced schools, which also makes them eligible for the degree of Ph. D.

3. If the teacher wishes to enter a different department of study—as medicine, theology, law—with the view to a different calling, he may do so after four semesters by passing a supplementary examination.

The separate clauses of the law indicate the beginning toward a reform of

the teachers' training system of Prussia, and a step in the direction of the unity school. Neither the university professors nor the regular students favor the law; the former do not wish to establish chairs out of harmony with the university traditions, and the latter do not welcome any except those that enter by way of the main university portals.

The teachers criticize the law as a barren privilege, which looks all right on paper but confers no advantage of appointment or promotion in their profession.

A certain added prestige, of course, goes with these further studies, and appointing boards may eventually select head masters and principals from this class of students, but the aims and gains are still an uncertain quantity.

It is said that the folk schools will be robbed of their best teachers; only second-rate teachers will be available for the common schools. Moreover, there are already too many candidates for the higher positions, and this law will augment the number of those who must fail of appointment.

THE UNITY SCHOOL.

As a movement the unity school exerts a powerful pressure on all school organizations that are now taking place. When the idea is fully carried out, the folk school will have a monopoly which will practically make private schools impossible. All children must attend the folk school for a period which the new German Constitution places at a minimum of four years.

The aim is to sweep away the class distinctions that were fostered by private schools for the rich. The unity school sets up its own educational ends—those springing from the needs of the people. Little care or thought is given to the proper junction with the higher schools. The custom is to let the higher schools make their adjustment to the point of advance reached by the lower.

If the directors of higher schools complain, as they are apt to do, of poor preparation on the part of their pupils, the directors of the lower schools reply, "Your adjustment is bad."

And so in the interminable discussions of the unity school the vital point of contention is in the last instance the claims of aristocracy *versus* the claims of democracy. Is a happy compromise possible in the strict interest of education?

INSTRUCTION IN DOMESTIC ECONOMY.

Household science in Scandinavia is moving on to points far beyond mere utility, and is developing features strictly educational. The courses expand so as

to impart some familiarity with history, literature, singing. Thrift, cleanliness, self-sacrifice, and agreeable cooperation are practiced in the daily work and in class sessions it is discussed and gathered up in ethical principles.

The pupils are taught the importance of being able to overcome anxiety and worry, to be resourceful and to be able to assume leadership in good causes. This feature of household science in Scandinavia and Germany has received application through its close union with the practical welfare work conducted among the destitute and particularly among the destitute families in Austria and Germany.

Emergency Food and Clothing.

In America we had war bread. In Europe they had war bread, war butter, war cheese, war milk, war coffee, war shoes, and war clothing. The emergency products were doled out by a card system that has not yet been abolished. In Germany instruction was given in such topics as, "How to bake bread when you are short of flour." Many recipes imparting this information are before me as I write. I can not include them here without making this sketch read like a cook book.

One effect of the war on household science has been to disseminate thrift information in the rural districts. The influence of the old and established household schools was limited to the cities. The instruction that seeped into the country districts did not, before the war, disturb the established household customs of the peasants. But the war emphasized the importance of thrift in every form. Such was the case particularly in Germany and Austria, but also to a marked extent in Scandinavia. The war-cooking courses and the evening instruction in household providing were the agencies through which the war recipes were made known and adapted to the communal rationing.

Ambulatory Cooking Schools.

The stringency that came about gave rise in Germany to what were called "ambulatory cooking schools," an institution whose influence has also reached Scandinavia. They originated through the exertions of Miss Hielscher, of Liegnitz. The aim was to teach the preparation of food, the best ways of making use of all food resources, and how to utilize to the best advantage the supplies of a country household. To that end demonstrations were given in preserving fruits and vegetables, in sewing, and in remaking and repairing articles of clothing.

An institution something like this existed in Germany before the war, but in the fall of 1914 it entered on a period

of adaptation to new conditions and thereby on expansion. "Cooking evenings" were conducted for soldiers' wives, and the school reached out into the farm work, which even before the war fell partly to the lot of the women. Among other things the ambulatory school taught all about fireless boxes, bags, and baskets.

The work done by Miss Hielscher was recognized by the authorities who provided the means for fitting out ambulatory household schools for the farming communities. Included in the equipment was a field kitchen, modeled on those of the army, but adapted for instruction. This was moved about in villages and farm communities according to a fixed itinerary, carrying along the most practical objects from the exhibition material. Although practical considerations predominated, its work did not end in kitchen labor, but connected with programs impressing those in attendance with the ethical side of civil and patriotic service.

VOCATIONAL DIRECTING IN SWEDEN.

The Swedish law of 1918 establishing practical continuation schools for young people has given rise to a special problem in vocational selection. The schools are organized in accordance with local industrial needs, hence the courses of instruction specialize in the direction of specific callings—agriculture, commerce, electricity, machinery, horticulture, dairying, etc. To guide and advise the pupils leaving the folk school so that they may enter lines of work for which they are adapted is consequently one of the duties of the folk-school teachers.

The teachers of Gavle and those of near-by schools recently made a test of their pupils' inclinations. The test was given to 220 boys and 238 girls. The following inquiry was presented to them:

Many Choose Laborious Callings.

What would you like to be if you could follow your own wishes and inclinations?

If you have not thought of the matter before or if you have been unable to decide, write only, "Do not know."

If on the other hand you are sure of what you wish to be, give the reason for your choice, point out why you have chosen such or such a calling or occupation. Also, write whether you have long thought of the matter or only recently; whether you have talked it over with your parents and what they think of it. The most important is, however, to tell clearly and definitely what you yourself think and believe.

What is the occupation of your father?

It was feared that a great many would avail themselves of the easy answer, "Do not know;" but only 37 boys and 31 girls did so. Choices regarded

for various reasons as impossible were given by 20 boys and 16 girls. The number that had not previously given the matter any thought was low—only 46 boys and 53 girls. The number of those that had not already conferred with their parents was 73 boys and 79 girls. Fifty-four boys chose their father's occupation. The hard, unskilled callings were selected by 104 boys. Factory work was not alluring—only 3 boys selected it. Chauffeurs and drivers seemed attractive to the boys. Only one boy cared to become a teacher, but 41 girls selected that occupation.

SOME TENDENCIES IN EUROPEAN EDUCATION.

1. To start the children with lesson material found in the concerns of the home and neighborhood.

Clearly this start causes the children to proceed in the direction of schools that train for practical callings. Such early direction in the school is in harmony with the new demands of society and the industries which have produced the laws for practical continuation schools. Such laws have been enacted during recent years in England, France, Germany, and Sweden. While these laws differ in important particulars, all aim to provide practical instruction for young people between 14 and 18 years old under a schedule parallel with work for a livelihood.

2. To recognize in adult education a type which demands its own methods and presents its own principles.

It is no longer regarded merely as a means of making up deficiencies of childhood, and it is receiving more attention than at any former period.

To Recognize and Develop Talent.

3. To extend special help to talented children.

The development of exceptional talent should not be left to the chance that some philanthropist with insight will discover it. A considerable literature is being produced in Scandinavia and Germany to show how to recognize talent.

4. To accept the Danish folk high school as a means of bridging the chasm between the universities and the people.

This applies particularly to Germany. It is an evidence of the new democratic educational drift. Educators are realizing how far from the people the universities are. Either the people must be brought to the viewpoint of the universities or the universities must adopt the views of the people. The latter is more likely to be the outcome. The admission of folk-school teachers to the universities is a step in that direction.

NUTRITION CLASSES AND NUTRITION WORKERS.

Special Classes for Undernourished Children Should be Under Medical Supervision—Training of Workers.

School nutrition classes should be under the direct supervision and follow up of a physician, and all children should be carefully examined before they are assigned to special classes. All physical defects and conditions found should be noted and steps taken to have them corrected as early as possible in order to obtain the full results.

A nutritional expert should be directly responsible for the conduct of the nutritional classes and for the follow up food work with the child and the family in the home. Although the immediate object of this special class of work might seem to be bringing the child up to normal weight, the real value lies in teaching food facts and habits and in carrying them out in the home. The child and the parent must be taught not only that the child should be brought up to normal weight but that right food habits must go on from day to day if he is to maintain what he has gained. This is a very important point to emphasize in connection with school nutritional work.

The nutrition worker should have thorough preparation and be well grounded in chemistry, physiology, bacteriology, and biology. She should have a full college course of home economics, which usually includes thorough work in the fundamental sciences, psychology, the principles of education, and practice in teaching. With all this background the nutritional worker must see her limitations. I believe it would be well, however, for such workers to receive more definite training in the special problems of diet in connection with disease for the sake of broader vision. This idea is now being developed in several nutrition centers in close cooperation and under the supervision of physicians.—*Florence A. Sherman, M. D., assistant medical inspector, New York Department of Education.*

Recreational woodcraft will be the subject of a special forestry course, which will be given for a week, beginning April 25, under the auspices of the camp department of the Palisades Interstate Park management. The New York State College of Forestry is cooperating with the Teachers' College of Columbia University in this course. The purpose is to develop a wider and more scientific knowledge of woodcraft and efficient camp management.



Crow Creek Teacherage and School, Broadwater County, Mont.

LIVING PLACES FOR RURAL TEACHERS.

Montana School Districts Provide 270 Teacherages—A Thousand Teachers Lack Ordinary Comforts.

Providing proper living conditions for their teachers is one of the most pressing problems before rural and village communities. A teacher can not give efficient service if she is uncomfortable in her home. The essential elements in a teacher's living conditions are a clean bed, wholesome food, and a quiet, warm room where she may work undisturbed. There are still more than 1,000 rural schools in the State where teachers do not have the ordinary comforts of a good place to live.

It is much more difficult for most teachers to find a good boarding place than to find a school. The difficulty of securing good teachers for rural and village schools would doubtless be very largely solved if good homes and living conditions were provided for all teachers. One of the first questions a teacher considering a rural or village school position usually asks is, "Is there a good boarding place?"

There are in Montana 3,166 one and two teacher schools, but only 270 district-owned teacherages. This number is increased by 34 cottages or ranch houses

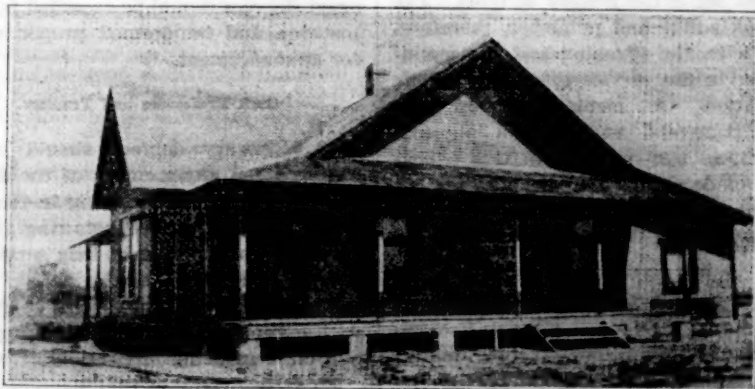
rented for teachers and by 10 teacherages and rented cottages located in villages. The average cost of 233 district-owned teacherages in the State was \$481.80, but there are teacherages that have cost anywhere from \$100, with donated labor, up to \$3,000 for a teacherage near a one-teacher school, and \$3,500 for one in a village. The teacherages are not evenly



School and Teacherage at Bracewell, Weld County, Colo.

distributed over the State, for in 10 counties there were none in 1919-20 and in 25 other counties there were only 60.

A number of rural teachers lived in schoolhouses. There were 125 school buildings where separate rooms had been provided for the teacher. This has been



Cottage for Teachers at Dale, Okla.

a fairly satisfactory plan; such rooms have not always been occupied every year. Ninety-six teachers last year lived in the class room. This plan interferes so much with the work and conduct of the school that it has not been adopted except as a last resort in some isolated communities with few children.

By far the largest number of rural teachers in 1919-20 lived in homes in the communities where they taught. There were 1,763 teachers provided with rooms to themselves at boarding houses, but there were approximately 1,047 other teachers living in private homes in which separate rooms were provided. In some counties it is common to find homes with separate rooms for teachers, but there are 10 counties in which approximately 321 rural teachers had no separate rooms. One hundred and thirty-three teachers lived outside of the district in which they taught, and 42 of these were obliged to do so in order to find a place to live.—*May Trumper, Superintendent of Public Instruction for Montana.*

MEETING OF INTERNATIONAL KINDERGARTEN UNION.

Delegates from 47 States are expected to attend the twenty-eighth meeting of the International Kindergarten Union in Detroit, Mich., from May 2 to 6.

Two important aspects of kindergarten work will be emphasized in the discussions: (1) The problems in education applied to the beginnings of school work, and (2) better organization for extending the kindergarten idea throughout the country.

State kindergarten associations have been formed in 15 States, and one of the meetings at Detroit will be devoted to the problems involved in combining all the kindergarten interests of a State into a single organization.

Librarianship is taught in at least 15 regular library schools, and elementary courses in library economy are given by many of the colleges and normal schools of the United States.

WORK OF AN EDITOR OF TEXTBOOKS.

Textbooks Are Leaders in Development of New Ideas—Worth Must Be Proved by Use.

By W. D. LEWIS, *Deputy Superintendent of Public Instruction for Pennsylvania.*

[Publishers' Section.]

The textbook is the most essential tool in American education. Fortunately, I believe, our schools have come to depend upon the textbook for organized body of knowledge and for method of its presentation. The textbook involves mastery of the process of getting the thought from the printed page, and recent failures to make effective use of textbooks have doubtless come as often from inability in this process as from deficiency in the textbooks.

Educative Process Has Been Extended.

The melting-pot function of the public school has added to the difficulty of this thought-getting problem, as has also the tremendous increase in the higher grades of elementary and of secondary education of the last few years. This increase has continued the educative process of hundreds of thousands of pupils far beyond the term of a few years ago.

It is an open question whether or not this tendency does not mean that in a considerable proportion of cases we are attempting to give 14, 16, and even 18 year old education to congenital 6 and 8 year olds. If we are, it is probable that failure to master the maturer subject matter is chargeable as often to a lack of educability as to failure on the part of teachers or of their tools.

The textbook has been a most helpful leader in the development of new educational ideas. On the campus of Syracuse University stands the Steele Hall of Physics, which I think we may safely assume to be a monument to that remarkable series of science textbooks which did so much 35 years ago to make science popular at a time when Dr. Charles W. Eliot, of Harvard, was valiantly contending to make it academically respectable. As it acquired academic respectability the popular textbooks disappeared.

Was the Next Series Better?

Whether or not the next group of books, with their expositions of 35 experiments and concomitant elaborate notebooks, enormous infant mortality, and an Olympian aloofness from the actual experience of life, were an improvement on Steele's 14 weeks of science is open to question. At least, however, science became established in the schools

even if pupils did learn Boyle's Law without the least understanding how to boil water.

I question whether one often writes a suitable book from the point of view of "go to now; I will sit down with myself and write a book." Such books may sometimes "hit the mark," but they are accidents. The successful book must be tried out in the daily experience of the classroom and meet the classroom test so far as this is possible before it is put in print. I believe, moreover, that it is highly desirable that it meet this test with several teachers other than the author. A gifted and inspiring teacher may be highly successful with a body of material and a method of presentation not at all adapted to the ordinary teacher.

The author of a textbook and, of course, the editor must keep constantly in mind not only the gifted and the ordinary teacher, but the fool teacher. While it is impossible to make a textbook entirely foolproof, it is highly desirable to place the greatest possible limit on the number of fool things that a teacher can do with it.

Of the details of assuming at least respectable English, including such elementary matters as consistent punctuation, capitalization, and format I need not speak. They are a part of the daily editorial grind—not to mention the hourly editorial groan. Illustration, type, page, binding, and the thousand details that all these things involve are essential and not altogether easy to secure. They belong to the editorial department, and the publisher has a right to expect a high quality of product.

Tools and Progress Go Together.

These, however, will never save a poor book. The editor who makes a contribution to educational progress will, if supported by an efficient business organization, make a successful publisher. The history of human progress from the days of the stone, first hatchet, and the flint knife to the era of the dynamo and the wireless set is the history of tools. The textbook editor and publisher, therefore, share with the inventor and the manufacturer in the service that perfects our civilization. As mental and spiritual ideals transcend and forerun physical comfort, so may we find in this educational leadership a joy in achievement that enhances the material returns of the makers of textbooks.

Under the auspices of the minister of public instruction of the Chilean Government the first dormitory for girls was recently opened in the capital of the Republic in connection with the University of Chile.

DEGREES IN COURSE AND CAUSA HONORIS.

Preliminary Conclusions of National Conference Committee on Standards of Colleges and Secondary Schools.

1. Degrees in course should be awarded only when the full catalogue requirements, or clearly demonstrable equivalents, have been met.

2. The same work, in whole or in part, should never be counted toward two degrees in liberal arts.

3. Nunc pro tunc degrees are generally undesirable and should be very rarely conferred.

Honorary Degrees Should Be Limited.

4. The number of recipients of honorary degrees should be strictly limited. The ratio of the number of honorary degrees to the number of degrees in course conferred by any institution should be very small.

5. Honorary degrees should be awarded for merit only, never solely in response to persistent pressure from any outside quarter.

6. Intellectual or scholarly ability, as well as character and service, should be considered an indispensable qualification for honorary degrees.

No Degrees Without Thorough Investigation.

7. No honorary degree should ever be awarded without thorough investigation, consideration, and formal recommendation by an appropriate committee. Recommendations by the faculty and suggestions by its members of candidates for honorary degrees should receive particular consideration.

8. Honorary degrees should be granted only by approximately unanimous votes, say a majority of four-fifths, of the determining body.

9. The reasons for the award of honorary degrees should be recorded in every instance and be deemed proper matter for announcement.

Omit Professors and Trustees.

10. Honorary degrees should not be conferred on any member of the faculty or trustees while continuing in the service of the institution bestowing the degrees, except in cases of long service extending to advanced age.

11. Honorary degrees should be granted with exceptional care by State-supported and city-supported institutions.

12. It is desirable that degrees which are ordinarily conferred in course should not be given as honorary degrees.

SOME OF THE NEW BOOKS.

By JOHN D. WOLCOTT.

AVERILL, LAWRENCE AUGUSTUS. *Psychology for normal schools*. Boston, New York [etc.] Houghton Mifflin company [1921] xx, 362 p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley)

An introductory textbook in psychology for teachers in training schools. It first studies, through the child's behavior, his original equipment of instincts and capacities; then follows a study of the child's heredity, and his capacity for learning; and the final division of the volume treats the differences between individuals, the causes for them, and the effect of these differences on the problem of child training. Directions for the study of the children by direct observation are included.

BOYLE, JAMES E. *Rural problems in the United States*. Chicago, A. C. McClurg & co., 1921. 6 p. l., 142 p. 12°. (National social science series, ed. by F. L. McVey)

This book first considers the basic rural problem—the question of the food supply of the Nation. Rural conditions and rural needs are next taken up. Then follows a discussion of rural institutions, especially the home, school, church, country store, country bank, and country weekly newspaper, together with a seventh new institution—the county farm and home bureau. The closing chapter calls attention to the soul of the rural community, and suggests means for awakening and fostering community spirit and supplying art, music, literature, and recreation to country residents.

BURGESS, MAY AYRES. *The measurement of silent reading*. New York city, Department of education, Russell Sage foundation [1921] 163 p. diagrs., tables. 12°.

This study arises from a recognition of the need of reliable measurements of ability in reading, which is the most important single subject to be learned by a child. The book describes a new scale for silent reading, Picture supplement scale 1, which has been devised by the Department of Education of the Russell Sage foundation. The experiments upon which the scale is based are narrated, and the principles involved are briefly stated. It is believed that this scale is well adapted for testing the exact ability to be measured, and is comparatively free from extraneous elements, which might vitiate the results.

FOSTER, HERBERT H. *Principles of teaching in secondary education*. New York, Chicago [etc.] Charles Scribner's sons [1921] xviii, 367 p. 12°.

Makes a protest against formalism and mechanism, on the one hand, and unsympathetic procedure on the other. The point of view is functional, in that in each step there is a procedure from discovery of aim to adaptation of process to aim. Holds that certain general principles of method are valid in all of the studies of the high school curriculum.

LULL, HERBERT G., and WILSON, H. B. *The redirection of high-school instruction*. Philadelphia, London [etc.] J. B. Lippincott company [1921] 286 p. tables, diagrs. 12°. (Lippincott's school project series, ed. by W. F. Russell)

The central problem announced for this book is to discover and organize the functional elements of high-school instruction. The view that the school is an instrument of social interpretation, social adjustment, and social control is maintained throughout.

MCGREGOR, A. LAURA. *Supervised study in English for junior high school grades*. New York, The Macmillan company, 1921. xii, 220 p. 12°.

Illustrates a technique for the treatment of the English lesson in junior high schools where the lengthened period of 60, 70, or 80 minutes prevails.

PARRY, R. ST. JOHN, ed. *Cambridge essays on adult education*. Cambridge, At the University press, 1920. viii, 230 p. 8°.

The essays comprised in this volume take up first the purpose and meaning of adult education and survey its history and organization. The subjects next presented are adult education in its relation to democracy, labor, and women respectively. The university extension and tutorial class movements are then described, and the book closes with a student's experience related by himself. The object of the book is to bring before the public some of the principal subjects which are dealt with in the report of the British Committee on adult education.

SNEDDEN, DAVID. *Sociological determination of objectives in education*. Philadelphia and London, J. B. Lippincott company [1921] 322 p. 12°.

The writer of this book has undertaken in each chapter to do at least three things—first, to search for certain sources in the social sciences or in experience from which to derive standards of examination for the "faith objectives" now controlling in the departments dealt with; second, to criticize those faiths which have probably come to have the injurious characteristics of superstitions; and third, to propose, tentatively, certain new objectives for examination.

STEVENSON, JOHN ALFORD. *The project method of teaching*. New York, The Macmillan company, 1921. xvi, 305 p. 12°. (Modern teacher's series, ed. by W. C. Bagley.)

Considers from a new point of view a method of teaching which is attracting great attention at present.

WELLS, MARGARET ELIZABETH. *A project curriculum; dealing with the project as a means of organizing the curriculum*

of the elementary school. Philadelphia and London, J. B. Lippincott company [1921] xi, 338 p. plates. 12°. (Lippincott's school project series, ed. by W. F. Russell.)

This book presents the details of an interpretation of the project method worked out by the author in the State normal school at Trenton, N. J. Her system comprises a major project for each grade of the elementary school, large enough to provide a basis for most of the work of that grade throughout the year. Within each major project there are minor related projects which provide the immediate activities making up the daily school work. For use where the proposed organization is not adopted as a whole, the book suggests many ways of connecting the life interests and environment activities of children with the subject matter of the usual school studies.

AMERICAN STUDENTS' HEALTH ASSOCIATION.

Men identified with the development of interest in the health of students have organized the American Students' Health Association. Their purpose is to promote discussion and exchange of ideas concerning their problems of mutual interest. Dr. John Sundwall, of the University of Minnesota, is president, and Dr. W. E. Forsythe, of the University of Michigan, is secretary-treasurer. An annual meeting will be held, active correspondence will be instituted, bulletins will be circulated, and everything that is practicable will be done to assist those interested in promotion of health, prevention of disease, and attention to illness among students.

BOSTON UNIVERSITY COURSES IN ADVERTISING.

A new course in retail store advertising is given by the College of Business Administration of Boston University. This course treats of the organization of the retail store and its advertising department, the selection of advertising media, copy, layouts, dummy corrections, illustrations, special sale records of results, merchandising policies, space and type sizes, frequency of insertion, buying habits, and other subjects. Other new courses in advertising include: Advertising and mail-order advertising, advertising design, and foreign-trade advertising. During the term just closed 464 students of Boston University elected one or more advertising courses.

A course of agricultural instruction is given at the Quinta Normal in Santiago, Chile, for the benefit of teachers in the rural schools of the Province of Santiago. Similar courses are planned to be opened in other parts of the Republic.

EMPHASIS ON CITIZENSHIP AND HEALTH.

Children Are "Marked" on Citizenship and Health Habits in Binghamton—Subdivisions Rated Separately.

Citizenship and health education are subjects upon which the pupils of the public schools of Binghamton, N. Y., are rated just as they are rated upon reading, writing, arithmetic, and attendance. If the space occupied on the quarterly report card is a measure of importance, both citizenship and health education are far more highly considered than all the other subjects together; the traditional subjects have a line each on the card, but citizenship fills a page and health education nearly a page. Furthermore, the children are marked separately on each of the subdivisions of those subjects.

The two pages of the report card which relate to the new subjects are as follows:

CITIZENSHIP.

Object.—To develop an appreciation of what it means to be an American citizen, thereby creating a desire to meet intelligently the opportunities and to discharge faithfully the duties of such citizenship.

	First quarter.	Second quarter.	Third quarter.	Fourth quarter.	Average.
I. Manners.....					
Courtesy to teachers.					
Kindness to associates.					
Consideration for rights of others.					
Cleanliness and civility of speech.					
Cheerfulness.					
II. Obedience.....					
Respect for law, order, and authority.					
Willingness to respond to directions.					
III. Dependableness.....					
Truthfulness.					
Honesty.					
Self-control.					
IV. Workmanship.....					
Interested in work.					
Effort to do the best work.					
V. Respect for property.....					
Care of buildings, furniture, and books.					
Consideration for property of others.					
Care of own property.					
VI. Patriotism.....					
Interest in community welfare.					
Willingness to render public service.					
VII. Reverence.....					
Attitude toward things sacred.					
VIII. Attendance.....					
Regularity.					
Punctuality.					
Average.....					

HEALTH EDUCATION.

Object.—To make health habits automatic through education, thereby adding years to the lives of the coming genera-

tion and increasing the sum total of their efficiency and happiness by the training they receive to-day.

	First quarter.	Second quarter.	Third quarter.	Fourth quarter.	Average.
I. Personal appearance.....					
1. Neatness of dress:					
Clothing repaired.					
Clothing clean.					
Shoes clean.					
2. Neatness of person:					
Face clean.					
Hands clean.					
Nails clean.					
Teeth clean.					
Hair brushed.					
II. Housekeeping.....					
Neatness of desk.					
Neatness of floor.					
Order of cloak room.					
Care of books.					
III. Posture.....					
Standing.					
Sitting.					
Walking.					
Setting-up drills.					
IV. Playground activities.....					
V. Class work in hygiene.....					
VI. Height.....					
VII. Weight.....					
VIII. Weight should be.....					
Average.....					

"DISPENSARY PRACTICE" FOR HARVARD LAW STUDENTS.

Harvard Legal Aid Bureau, incorporated in 1914 by the Law School Society of the Phillips Brooks House Association, renders legal aid to those persons who are financially unable to employ regular attorneys.

The members of the bureau are chosen on the recommendation of Dean Pound from the second and third year classes of the law school on the basis of scholarship and adaptability for the work. This year the bureau has extended its labors and increased its membership to assist the Boston Legal Aid Society, a corporation with aims similar to those of the Harvard organization. All the expenses incurred by the bureau in its charitable work are borne by the Law School Society of the Phillips Brooks House Association, from a common treasury maintained by voluntary student contributions. It is claimed that the Harvard Legal Aid Bureau is the only law school organization of the kind which has justified its existence by serious work and substantial achievement.

Physical education as a specialty is becoming constantly more popular with young people who are preparing to be teachers, said Dr. W. P. Bowen, of the Michigan State Normal College at Ypsilanti, before the National Conference on Physical Education. Dr. Bowen stated that young women show a tendency to take the one and two year courses of training, and that young men usually favor the three and four year courses.

SCHOLARSHIP PRESENTED BY PRESIDENT.

Successful Essayist from Idaho High School Receives Prize Worth \$5,000 from Hand of President.

President Harding recently presented to Miss Katherine Butterfield, a high-school student of Weiser, Idaho, a scholarship worth \$5,000 which had been awarded to her as a prize for an essay on highway transport and good roads.

The contest occurred in 1920, and 225,000 essays were presented by high-school pupils in the competition. In the several States local competitions were held, and prizes of value were given. Only the winners of State prizes were considered for the principal award, which was donated by Mr. H. S. Firestone. The winner was allowed to select any educational institution in the United States, and her tuition and expenses for four years will be paid.

The contest was under the auspices of the permanent committee on highways and highway transport education, which was organized through the initiative of the Commissioner of Education. The ceremony of presentation was witnessed by members of the committee and by 10 sponsors chosen from high-school students of Washington, D. C.

The essay contest served to stimulate in high-school students an understanding of the necessity for improving the highways of the country and for better means of transportation.

METHODS OF PROMOTING COLLEGE PUBLICITY.

College publicity will be discussed at the meeting of the Intercollegiate Conference on Undergraduate Government, which will meet at the Massachusetts Institute of Technology, April 15 and 16. The question deals with the methods used by colleges throughout the country to promote the right kind of newspaper and magazine publicity.

Some time ago the President of the Republic of Mexico recommended that the governors of the different States establish as many primary schools in their respective jurisdictions as possible. The result has been the founding of the Literacy League, presided over by the President of the Republic, assisted by high officials of the Government. The necessary steps have been taken to open some 6,000 new primary schools throughout the country.